**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| 3-2 Question of the Day: Tad is 13 years old. His brother Jake is 4 years younger. How old is Jake? Have the students figure out any way they can and share their answers. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Use the Frayer Model found on the wiki page. 2. Have the students write the word as seen on the Math Word Wall – **difference** in the center of the chart. Have the children write the definition in their own words. (It should be close to the answer when subtracting 2 numbers.) Have the boys and girls give an example showing both a math sentence and an illustration of that number fact. Next, have the students give a similar “non” example. 3. How will you provide multiple opportunities for vocabulary to be used in context? Using the word “difference” through demonstration and having the children also incorporate the 4. word in their dialogue by matching the word to the definition, writing the word. etc. Also have each student explain their worksheet to their partner. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Pass out a Hundreds Chart to each student. Using your doc camera or your computer manipulatives in this math program, illustrate how to use a Hundreds Chart showing that it’s opposite of addition. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  .  Have students work in partners solving various subtraction problems using the Hundreds Chart. Have then come up to demonstrate their understanding. Glue Chart in Math Journal to be used as needed. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Display on doc camera using Distance Riddles T-45. Cover up riddles 2, 3, and 4. Give students a few minutes to solve the riddles, then display the chart (on T-6). Continue having the boys and girls solve the rest of the riddles. Share answers.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT Have each student come up with their own riddle and have their partner solve. Share with the class.** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES Center Activity 3-2 on level and advanced. Those students needing intervention will meet with the teacher to work on subtracting with cubes on the Hundred Chart.** (15 - 45 MINUTES) | |
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| **HOMEWORK Depending on the level of understanding pass out the Reteaching Master, The Practice Master, and the Enrichment Master.** | |
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